<table>
<thead>
<tr>
<th>Strand</th>
<th>Impact of Science, Technology and Human Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Science and Technology Affect and Are Affected by Society</td>
</tr>
</tbody>
</table>

### Standards

A. Summarize how fibers are combined to make various types of yarns and fabrics

### Learning Targets

1. Describe how fibers become yarns
   - Compare the strengths and weaknesses of the natural and synthetic fibers
   - Summarize common uses of fibers and how to care for them
   - Describe the three basic types of fabric weaves

### Alignments:

- CCSS: 11-12.RST.9; 11-12.WHST.2a,b
- Performance: 1.2, 1.6, 1.8
- Knowledge: (SC) 8
- SCCLE: SC8.3 (Big Idea Only); SC8.3.B (Physical Science)
- NSFACS: 16.2.1, 16.2.2, 16.3.1
- NETS: 3b-d
- DOK: 4

### Instructional Strategies

- Students will:
  - complete the:
    - Fibers Newsletter project
    - video provided “Understanding Fabric” worksheet
    - present characteristics of their fiber to the rest of the class
- Teacher created Fibers Notes shared reading to determine importance
- Model the use of a Microsoft Publisher Newsletter template
- Cooperative learning groups on naming common natural and synthetic fibers
- Teacher led discussion on video questions & answers
## Assessments/Evaluations

- Teacher created:
  - Unit 1 test
  - Fibers:
    - Newsletter – assessed using a scoring guide
    - quiz

Mastery 80%

## Sample Assessment Questions

- What is the warmest fiber?
- Explain why plain weave is the strongest

## Instructional Resources/Tools

- “Fibers” resource sheet
- Microsoft Publisher Software
- Internet
- “Understanding Fabric” DVD

## Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
Cross Curricular Connections

- ELA:
  - Research
  - Writing
  - Reading
- Science: Impact of science on the environment
<table>
<thead>
<tr>
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<th>Impact of Science, Technology and Human Activity</th>
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</tr>
</tbody>
</table>

### Standards

B. Describe finishes that affect the appearance and texture of fabrics

### Learning Targets

1. • Describe how sizing impacts a fabrics appearance
   • Identify common fabric finishes

### Alignments:

<table>
<thead>
<tr>
<th>CCSS: 11-12.RST.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance: 1.2, 1.6, 1.8</td>
</tr>
<tr>
<td>Knowledge: (SC) 8</td>
</tr>
<tr>
<td>SCCLE: SC8.3 (Big Idea Only); SC8.3.B (Physical Science)</td>
</tr>
<tr>
<td>NSFACS: 16.2.1, 16.2.2, 16.3.1</td>
</tr>
<tr>
<td>NETS: 3b</td>
</tr>
<tr>
<td>DOK: 2</td>
</tr>
</tbody>
</table>

### Instructional Strategies

- Teacher created “Fibers” resource sheet
- Teacher led class discussion on what are some of the most common fabric finishes and how they impact a garment
- Students will complete teacher created “Fibers” review sheet

### Assessments/Evaluations

- Teacher created Unit 1 test
- Fibers Review formative assessment

Mastery 80%

### Sample Assessment Questions

- What is sizing?
- Describe how a wrinkle resistant finish influences the texture of a fabric

### Instructional Resources/Tools

- “Fibers” resource sheet
## Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

## Cross Curricular Connections

- ELA: Reading
- Science: Impact of science on the environment
<table>
<thead>
<tr>
<th>Strand</th>
<th>Artistic Perceptions Number and Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Analyze and Evaluate Art Using Art Vocabulary Quantities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Describe the standards of quality construction in garments</td>
<td>1. Describe what characteristics to look for in a pair of good quality jeans</td>
</tr>
<tr>
<td></td>
<td>• Investigate what factors indicate a high quality garment</td>
</tr>
<tr>
<td></td>
<td>• Calculate cost per wearing</td>
</tr>
</tbody>
</table>

**Alignments:**  
CCSS: 11-12.RST.9; N-Q.1  
Performance: 1.2, 1.10  
Knowledge: (FA) 3 (MA) 1  
VAGLE: AP.2.A (HS Level 2)  
NSFACS: 16.5.1, 16.5.2  
NETS: N/A  
DOK: 2

**Instructional Strategies**  
- Teacher created “Getting Your Money’s Worth” resource sheet  
- Small group discussion on what characteristics to look for in a pair of good quality jeans  
- Students will complete a:  
  - teacher created “Getting Your Money’s Worth” study guide  
  - video provided “Shopping Between the Seams” worksheet  
- Teacher led discussion on video questions and characteristics of high quality garments  
- Cooperative learning groups will calculate the cost per wearing of two dresses
### Assessments/Evaluations

- Teacher created:
  - Unit I test
  - “Getting Your Money’s Worth” study guide – assessed using a scoring guide
- Teacher observation

Mastery 80%

### Sample Assessment Questions

- Describe five characteristics to look for in a pair of good quality jeans

### Instructional Resources/Tools

- “Getting Your Money’s Worth” resource sheet
- “Shopping Between the Seams” DVD

### Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- ELA: Reading
- Math: Reason quantitatively to solve problems
- Art: Artistic perceptions
<table>
<thead>
<tr>
<th>Strand</th>
<th>Tools of Social Science Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Knowledge of the Use of Tools of Social Science Inquiry (Such As Surveys, Statistics, Maps and Documents)</td>
</tr>
</tbody>
</table>

**Standards**

D. Explain what is included in a pattern and describe the purpose of each part

<table>
<thead>
<tr>
<th>Alignments:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: 11-12.RST.4</td>
<td>Performance: (SS) 7</td>
</tr>
<tr>
<td>Knowledge: 1.2, 1.6</td>
<td>SSCLE: TSSI.7.F (US History)</td>
</tr>
<tr>
<td>NSFACS: 16.4.1, 16.4.5</td>
<td></td>
</tr>
<tr>
<td>NETS: N/A</td>
<td>DOK: 3</td>
</tr>
</tbody>
</table>

**Instructional Strategies**

- Teacher created “Using Patterns” resource sheet
- Teacher led class discussion on parts of a pattern, pattern symbols, and review how to mark fabric
- Small group discussions of what specific information is found on (a):
  - pattern envelope
  - guide sheet
  - pattern pieces
- Cooperative learning groups demonstrate how to correctly layout a pattern
- Students will complete a teacher created patterns review sheet

**Assessments/Evaluations**

- Teacher created:
  - Unit 1 test
  - Patterns quiz
  - Patterns Review formative assessment

Mastery 80%
### Sample Assessment Questions

- Explain the importance of a cutting layout in the sewing process

### Instructional Resources/Tools

- “Using Patterns” resource sheet

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics

### Cross Curricular Connections

- ELA: Reading
- Social Studies: Knowledge of social tools of social science inquiry – patterns/guide sheet
<table>
<thead>
<tr>
<th>Strand</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Explain the Connections between Visual Art and Communication Arts, Math, Science or Social Studies</td>
</tr>
</tbody>
</table>

**Standards**

E. Analyze the education, salary, working conditions, and job outlook of jobs associated with textiles and clothing

**Learning Targets**

1. Describe the education, training, and salary needed for specific jobs in the textiles and clothing field
2. Identify if there are job openings in the textiles and clothing field

**Alignments:**

CCSS: 11-12.RST.1; 11-12.RST.7; 11-12.WHST.7  
Performance: 1.2, 1.6, 1.8, 4.8  
Knowledge: (FA) 4  
VAGLE: IC.2.A (HS Level 1)  
NSFACS: 16.1.1, 16.1.2, 16.1.3  
NETS: 4b-d  
DOK: 4

**Instructional Strategies**

- Brainstorm possible inquiry topics related to fashion
- Shared reading:
  - of example PowerPoints to analyze effectiveness
  - on [www.fashionschools.com](http://www.fashionschools.com) for relevant facts and determining importance
- Teacher created Textiles Career PowerPoint project
- Cooperative learning groups (working in pairs): Creating and presenting Textiles Career PowerPoint

**Assessments/Evaluations**

- Teacher created Textiles Career PowerPoint – assessed using a scoring guide
  - Mastery 80%

**Sample Assessment Questions**

- Describe the education needed to become a fashion designer
<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Textiles Career PowerPoint project</td>
</tr>
<tr>
<td>• Microsoft PowerPoint</td>
</tr>
<tr>
<td>• Computers</td>
</tr>
<tr>
<td>• <a href="http://www.bls.gov">www.bls.gov</a></td>
</tr>
<tr>
<td>• <a href="http://www.fashionschools.com">www.fashionschools.com</a></td>
</tr>
<tr>
<td>• Article highlighting the fashion industry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</td>
</tr>
<tr>
<td>• Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem</td>
</tr>
<tr>
<td>• Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ELA:</td>
</tr>
<tr>
<td>• Reading</td>
</tr>
<tr>
<td>• Research</td>
</tr>
<tr>
<td>• Writing</td>
</tr>
<tr>
<td>• Art: Interdisciplinary connections</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Standards**

F. Demonstrate how to construct:
- darts
- gatherings
- buttonholes
- basic seam finishes

**Learning Targets**

1. 
- Sew a dart
- Gather a fabric sample
- Sew two 1-inch buttonholes
- Complete a zigzag, pinking, and turned & stitched seam finish
- Sew a French seam

**Alignments:**
CCSS: 11-12.RST.3; 11-12.RST.4
Performance: 2.5
Knowledge: (FA) 1.4 (SC) 8
SCCLE: SC8.3 (Big Idea Only)
NSFACS: 16.4.1, 16.4.5
NETS: 6b
DOK: 2

**Instructional Strategies**

- Teacher created Sewing Notebook that demonstrates how to:
  - sew a dart
  - gather fabric
  - make buttonholes
  - sew a French seam
  - complete basic seam finishes:
    - zigzag
    - pinking
    - turned & stitched
- Class discussion on how to complete the sewing notebook techniques
- The teacher will:
  - share an example Sewing Notebook for how to correctly complete techniques
  - explain the Sewing Notebook scoring guide
- Students will individually complete the Sewing Notebook techniques
- One-on-one instruction on how to complete a sewing technique

<table>
<thead>
<tr>
<th>Assessments/Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
</tr>
<tr>
<td>- created Sewing Notebook – assessed using a scoring guide</td>
</tr>
<tr>
<td>- observation</td>
</tr>
</tbody>
</table>

Mastery 80%

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How do you secure stitch a dart?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Bernina sewing machine</td>
</tr>
<tr>
<td>- “Sewing Notebook” resource sheets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text</td>
</tr>
<tr>
<td>- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ELA: Reading</td>
</tr>
<tr>
<td>- Art: Visual product</td>
</tr>
<tr>
<td>- Science: Technology impact on the environment</td>
</tr>
<tr>
<td>Strand</td>
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<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Apply advanced construction techniques on at least two projects. Techniques include:</td>
</tr>
<tr>
<td>• zippers</td>
</tr>
<tr>
<td>• darts</td>
</tr>
<tr>
<td>• buttonholes</td>
</tr>
<tr>
<td>• precise seam allowances</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>• Construct a Yellow Brick Road Quilt</td>
</tr>
<tr>
<td>• Complete a garment that has either buttons or a zipper</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.RST.3; 11-12.RST.4; 11-12.RST.9
- Performance: 2.5, 3.5
- Knowledge: (FA) 1,4
- VAGLE: PP.1.D (HS Level 4)
- NSFACS: 16.4.1, 16.4.5
- NETS: 6b
- DOK: 4

**Instructional Strategies**
- Teacher models steps in the multistep procedure
- Through individual conferences, the teacher will review background knowledge of how to read a guide sheet
- Individually explain AFL targets and scoring guide for grading project
- Guide sheets:
  - Yellow Brick Road Quilt
  - McCalls garment
  - Butterick garment
- Students will individually construct the Yellow Brick Road Quilt and a garment of their choice
- One-on-one instruction on how to complete a step on the guide sheet
Assessments/Evaluations

- Teacher created project scoring guides for:
  - Yellow Brick Road Quilt
  - garments
- Student assessment of their project based on the given scoring guide
- Teacher observation

Mastery 80%

Sample Assessment Questions

- Describe the process of sewing buttonholes

Instructional Resources/Tools

- Bernina sewing machine
- Yellow Brick Road Quilt guide sheet
- McCall's or Butterick garment guide sheets

Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

Cross Curricular Connections

- ELA:
  - Reading
  - Synthesizing information
- Art: Visual products
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Apply pressing skills to projects</td>
<td>1. Press projects during construction and at the completion of the project</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.RST.9
- Performance: 2.5
- Knowledge: (FA) 1, 4
- VAGLE: PP.1.D (HS Level 4)
- NSFACS: 16.4.1, 16.4.3, 16.4.5
- NETS: 6b
- DOK: 4

**Instructional Strategies**
- Yellow Brick Road Quilt guide sheet
- Mc Calls or Butterick garment guide sheets
- Class discussion on reviewing how to safely use the iron and basic ironing techniques
- Students will demonstrate pressing skills during the completion of their sewing projects

**Assessments/Evaluations**
- Teacher created project scoring guides for:
  - Yellow Brick Road Quilt
  - garments
  - Teacher observation

  Mastery 80%

**Sample Assessment Questions**
- Explain how to press a dart
<table>
<thead>
<tr>
<th><strong>Instructional Resources/Tools</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Yellow Brick Road Quilt guide sheet</td>
</tr>
<tr>
<td>• McCalls or Butterick garment guide sheets</td>
</tr>
<tr>
<td><strong>Literacy Connections</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Cross Curricular Connections</strong></td>
</tr>
<tr>
<td>• ELA:</td>
</tr>
<tr>
<td>• Reading</td>
</tr>
<tr>
<td>• Synthesizing information</td>
</tr>
<tr>
<td>• Art: Visual products</td>
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<tr>
<td>Strand</td>
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</table>

**Alignments:**
- CCSS: 11-12.RST.9; G.CO.1: G.CO.5
- Performance: 1.6, 2.5
- Knowledge: (MA) 1
- NSFACS: 16.3.3, 16.4.1, 16.4.5
- NETS: N/A
- DOK: 4

**Instructional Strategies**
- McCalls or Butterick garment patterns
- One-on-one instruction on how to:
  - take body measurements and translate that to appropriate pattern size
  - alter the pattern to personal preference or body size

**Assessments/Evaluations**
- Teacher created project scoring guide for garments
- Teacher observation

Mastery 80%

**Sample Assessment Questions**
- How do you make a pattern smaller?
- Describe how to correctly measure your waist
### Instructional Resources/Tools

- Bernina sewing machine
- Tape measure
- McCalls or Butterick garment guide sheets

### Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- **ELA:**
  - Reading
  - Synthesizing information
- **Math:**
  - Geometry:
    - Translations
    - Flips
    - Rotations
  - Measurement